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ABSTRACT

This guide identifies considerations in the organization, operation, and evaluation of secondary and postsecondary vocational education programs. It contains both a vocational program guide and Career Merit Achievement Plan (Career MAP) for commercial foods. The guide contains the following sections: occupational description; program content--curriculum framework and student performance standards; program implementation--student admission criteria, cooperative education, and student organization participation; instructional resources--student reference materials, service manuals, and periodicals; facility design recommendations and safety, maintenance, and liability; suggested equipment list; and professional development--technical updating and teacher standards and related professional organizations and support services. There are 12 intended student outcomes: demonstrate general housekeeping operations; demonstrate equipment operation skills; demonstrate stock, soup, and sauce preparation; demonstrate fruit and vegetable preparation skills; demonstrate meat, poultry, fish, and seafood preparation skills; demonstrate dairy, egg, and farinaceous product preparation skills; demonstrate salad, buffet food, beverage, and related food preparation skills; demonstrate bakery goods and dessert preparation skills; demonstrate dining room operations skills; demonstrate customer relations skills; practice employability skills; and understand entrepreneurship. The Career MAP displays student performance standards and documents the level of achievement on the standards for each of the 12 student outcomes. (NLA)

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR COMMERCIAL FOODS

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INTRODUCTION

Vocational education meets the needs of students desiring to pursue a selected vocation and is designed to provide training that is realistic in meeting present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of workers. This has made vocational training programs more attractive as an educational option. The new technologies require well-trained workers to carry out both standardized and specialized procedures, and whose training foundation has given them the capacity to keep pace with continuing technology demands.

The Florida Department of Education shares with business and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. Vocational training programs can keep pace with the demands of new industrial patterns and can provide the opportunity for many of our citizens to gain financial stability and an improved sense of self worth. Therefore, it is necessary to create exemplary vocational programs and to make those programs consistent throughout the state.

This Program Guide identifies primary concerns that should be considered in the organization, operation and evaluation of a vocational education program. It has been developed to provide useful information to local school district and community college administrators, instructors, program advisory committees, regional coordinating councils and others charged with the responsibility of offering vocational education programs.

OCCUPATIONAL DESCRIPTION

A principle occupational title is identified for each vocational training program. This title is validated by the United States Department of Labor Dictionary of Occupational Titles (DOT) or other appropriate references. Such references may be the United States Department of Commerce Standard Occupational Classification Manual (SOC), the Occupational Employment Statistics Survey Dictionary (OES), or Vocational Preparation and Occupations (VPO) prepared by the National and State Occupational Information Coordinating Committees. Information obtained from industry advisory committees may also be used to validate the principle occupational title. The job title and code number for this program are listed in the curriculum framework which accompanies this guide.

The United States Department of Labor Dictionary of Occupational Titles (D.O.T.) identifies the job title for this occupational area as follows:

D.O.T. JOB TITLE	D.O.T. CODE
Entree Cook	313.361-014

The definition (description) for this job title is taken from the D.O.T. for easy reference.

313.361-014 ENTREE COOK.

Prepares, seasons and cooks soups, meats, vegetables, desserts and other foodstuffs for consumption in hotels and restaurants. Reads menu to estimate food requirements and orders food from supplier or procures it from storage. Adjusts thermostat controls to regulate temperature of ovens, broilers, grills, roasters and steam kettles. Measures and mixes ingredients according to recipe, using variety of kitchen utensils and equipment, such as blenders, mixers, grinders, slicers and tenderizers, to prepare soups, salads, gravies, desserts, sauces and casseroles. Bakes, roasts, broils and steams meats, fish, vegetables and other foods. Adds seasoning to foods during mixing or cooking, according to personal judgment and experience. Observes and tests food being cooked by tasting, smelling and piercing with fork to determine that it is cooked. Carves meats, portions food on serving plates, adds gravies, sauces and garnishes servings to fill orders. May supervise other cooks and kitchen employees. May wash, peel, cut and shred vegetables and fruits to prepare them for use. May butcher chickens, fish and shellfish. May cut, trim and bone meat prior to cooking. May bake bread, rolls, cakes and pastry [BAKER]. May price items on menu.

Usually found in establishments having only a few employees. May be designated according to meal cooked or shift worked as COOK, DINNER; COOK, MORNING; or according to food item prepared as COOK, ROAST; or according to method of cooking as COOK, BROILER. May substitute for and relieve or assist other cooks during emergencies or rush periods and be designated COOK, RELIEF. May prepare and cook meals for institutionalized patients requiring special diets and be designated as FOOD-SERVICE WORKER. Additional titles: COOK, DESSERT; COOK, FRY; COOK, NIGHT; COOK, SAUCE; COOK, SOUP; COOK, SPECIAL DIET; COOK, VEGETABLE.

PROGRAM CONTENT

The Division of Vocational, Adult, and Community Education, as required by State Board of Education (S.B.E.) **Rule 6A-6.0571**, publishes Vocational Education Program Courses Standards annually. This document specifies the minimum program content for the operation of a vocational training program for the occupational titles listed. Each program identified in the Florida Department of Education Course Code Directory is required to establish course standards. The standards for each vocational offering are comprised of two major components: (1) Curriculum Framework and (2) Student Performance Standards.

Curriculum Framework (CF)

The Curriculum Framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts and intended outcomes. The program requirements stipulated in the curriculum framework have been approved by the State Board of Education and are the legal bases for delivery of instruction.

Student Performance Standards (SPS)

The Student Performance Standards are a resource list of job-specific competencies. This list is generated and approved by industry experts and becomes the basis for curriculum development in vocational programs. Local school districts and community colleges must, by law, adopt student performance standards for their vocational programs. They may, at their discretion, adopt the list provided or develop their own as long as there is sufficient content to address each intended outcome. A program may provide instruction beyond the minimum specified in the SPS if desired. The decision to do this should be based on local industry needs. However, the minimum must be presented.

The SPS for secondary level programs contain a third component, course structure. This component specifies the number of courses required for program completion and the content of each course. The courses may be taught in any sequence, but the content may not be changed unless approved by the Division of Vocational, Adult, and Community Education.

The curriculum framework and student performance standards are intended for use as a guide, not a teaching tool. Teachers or curriculum development personnel are expected to develop or select complete curriculum materials for their training programs based on the curriculum framework and student performance standards. Each intended outcome and SPS should be thoroughly analyzed for related cognitive and procedural subskills. The curriculum framework and student performance standards are presented in the following pages.

CURRICULUM FRAMEWORK PROGRAM AREA: Industrial

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1989

PROGRAM TITLE: Commercial Foods

CODE NUMBER: Secondary 8763000 Postsecondary _____

Florida CIP IN20.041300

SECONDARY SCHOOL CREDITS ___ COLLEGE CREDITS ___ POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): __ 7-9 __ 9-12 __ Postsecondary Adult Vocational

__ Postsecondary Vocational X Other 10-12, 30, 31

CERTIFICATION COVERAGE: COMM COOK @ 7 COMM BAKER @ 7
QUAN FOOD 7 VOC HME EC 4

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as entree cooks (313.361-014). This program also provides supplemental training for persons previously or currently employed in this occupation.

The course content will include the following: food preparation and serving; and identification, storage selection and presentation of a wide variety of foods.

The course content should also include Principles of Work Environment Readiness (P.O.W.E.R.) skills training in communication, leadership, human relations and employability skills; and safe, efficient work practices.

Listed below are the courses that make up this program when offered at the secondary level.

8763010 Commercial Foods 1
8763020 Commercial Foods 2
8763030 Commercial Foods 3
8763040 Commercial Foods 4
8763050 Commercial Foods 5
8763060 Commercial Foods 6

II. LABORATORY ACTIVITIES: Shop or laboratory activities are an integral part of this program. These activities provide instruction in the use of tools, equipment, materials and processes found in the industry.

III. SPECIAL NOTE: The Vocational Industrial Clubs of America, Inc., is the vocational student organization which reinforces classroom instruction by providing communications, leadership, human relations and employability training experiences. It also reinforces specific vocational skills. When provided, these activities are considered an integral part of this program.

The cooperative method of instruction may be utilized for this program. When the cooperative method is offered, the following is required for each student: a training plan signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills and tasks relevant to the occupation the student has chosen as a career goal. The student must receive compensation for work performed.

The outcomes and student performance standards which the handicapped student must master must be specified in each student's individual education plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

IV. INTENDED OUTCOMES: After successfully completing this program the student will be able to:

01. Demonstrate proficiency in general housekeeping operations.
02. Demonstrate proficiency in equipment operation skills.
03. Demonstrate proficiency in stock, soup and sauce preparation skills.
04. Demonstrate proficiency in fruit and vegetables preparation skills.
05. Demonstrate proficiency in meat, poultry, fish and seafood preparation skills.
06. Demonstrate proficiency in dairy, egg and farinaceous (starchy) product preparation skills.
07. Demonstrate proficiency in salad, buffet food, beverage and related food preparation skills.
08. Demonstrate proficiency in bakery goods and dessert preparation skills.
09. Demonstrate proficiency in dining room operations skills.
10. Demonstrate proficiency in customer relations.
11. Demonstrate proficiency in employability skills.
12. Demonstrate an understanding of entrepreneurship.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1989

PROGRAM AREA: Industrial Education SECONDARY NUMBER: 8763000

PROGRAM TITLE: Commercial Foods PROGRAM NUMBER: _____

01.0 DEMONSTRATE GENERAL HOUSEKEEPING OPERATIONS SKILLS--The student will be able to:

01.01 Receive goods.
01.02 Store goods.
01.03 Distribute goods.
01.04 Clean storage and receiving areas.
01.05 Clean refrigerators and freezers.
01.06 Inventory goods.
01.07 Prepare daily food order.
01.08 Prepare work area.
01.09 Clean work area.
01.10 Store pots and pans.
01.11 Prepare dishwashing area.
01.12 Prepare dishware for washing.
01.13 Wash dishware.
01.14 Clean dishwashing area.
01.15 Clean restrooms.
01.16 Clean floors.
01.17 Clean walls.
01.18 Clean filters.
01.19 Maintain clean and sanitary working area.
01.20 Read and follow equipment operating instructions.
01.21 Recognize and correct or report safety hazards.
01.22 Identify and select cleaning agents.

02.0 DEMONSTRATE EQUIPMENT OPERATION SKILLS--The student will be able to:

02.01 Select and use hand tools.
02.02 Operate beverage equipment.
02.03 Set, control, load and unload ovens for roasting.
02.04 Use pressure cookers and steam equipment.
02.05 Disassemble, clean and reassemble kitchen equipment.
02.06 Operate microwave ovens.
02.07 Operate grinders and tenderizers.
02.08 Select, handle and sharpen knives and other cutting tools.
02.09 Operate ranges, griddles, fryers, broilers and toasters.
02.10 Operate proofers.
02.11 Operate mixers and blenders.
02.12 Operate slicing machines.
02.13 Setup and monitor food warmers.
02.14 Operate convection ovens.
02.15 Identify need and request tool and equipment repairs.

03.0 DEMONSTRATE STOCK, SOUP AND SAUCE PREPARATION SKILLS --The student will be able to:

03.01 Prepare basic white stocks.

03.02 Store and handle stocks, soups and sauces.
03.03 Prepare basic brown stocks.
03.04 Prepare fish stocks.
03.05 Prepare roux and other thickening agents.
03.06 Prepare self-thickening soups.
03.07 Prepare cream soups.
03.08 Prepare chowders.
03.09 Prepare tomato sauce and derivatives.
03.10 Recognize soups and sauces by taste and appearance.
03.11 Prepare soup and sauce garnishes.
03.12 Present stocks, soups and sauces for serving.

04.0 DEMONSTRATE FRUIT AND VEGETABLES PREPARATION SKILLS --The student will be able to:

04.01 Identify and select fruits and vegetables.
04.02 Clean and store fruit and vegetables.
04.03 Peel and core fruit.
04.04 Peel vegetables by hand or machine.
04.05 Cut fruit and vegetables.
04.06 Zest citrus fruit.
04.07 Score citrus fruit.
04.08 Prepare fruit and vegetable garnishes.
04.09 Section fruit.
04.10 Puree fruit or vegetables.
04.11 Simmer, stew or cream fruit and vegetables.
04.12 Broil fruit or vegetables.
04.13 Bake fruit and vegetables.
04.14 Braise fruit or vegetables.
04.15 Marinate and preserve fruit and vegetables.
04.16 Glaze fruit and vegetables.
04.17 Prepare processed fruits and vegetables.
04.18 Present fruit and vegetables for serving.

05.0 DEMONSTRATE MEAT, POULTRY, FISH AND SEAFOOD PREPARATION SKILLS--The student will be able to:

05.01 Identify and select meat and poultry.
05.02 Handle and store meat and poultry.
05.03 Stew meats and poultry.
05.04 Boil meats and poultry.
05.05 Prepare, grind and portion meats.
05.06 Select and determine doneness of meats.
05.07 Grill meats and poultry.
05.08 Broil meats and poultry.
05.09 Prepare garnishes for meat and poultry.
05.10 Portion meat and poultry.
05.11 Barbeque meats and poultry.
05.12 Deep fry meats and poultry.
05.13 Prepare stuffing/dressing.
05.14 Tenderize and marinate meats and poultry.
05.15 Break down animal carcasses.
05.16 Trim and bone meats and poultry.
05.17 Present meats and poultry for serving.

05.18 Bread or batter fish and seafood for cooking.
05.19 Select and prepare processed fish and seafood.
05.20 Deep fry fish or seafood.
05.21 Boil or steam seafood.
05.22 Grill or broil fish and seafood.
05.23 Present fish and seafood for serving.

06.0 DEMONSTRATE DAIRY, EGG AND FARINACEOUS (STARCHY) PRODUCT PREPARATION SKILLS--The student will be able to:

06.01 Identify and select cheeses, milk, creams and butter.
06.02 Identify and select farinaceous foods and cereals.
06.03 Store and handle farinaceous foods and cereals.
06.04 Prepare breakfast cereals.
06.05 Prepare and cook pancakes, griddle cakes or waffles.
06.06 Store and handle fresh, frozen and cooked dairy products.
06.07 Store and handle eggs.
06.08 Boil eggs.
06.09 Fry eggs.
06.10 Scramble eggs.
06.11 Poach eggs.
06.12 Prepare omelets.
06.13 Reconstitute dairy or egg products.
06.14 Prepare egg batters.
06.15 Whip cream.
06.16 Select, break and separate eggs.
06.17 Prepare and cook pasta.
06.18 Select, prepare and cook rice for specific dishes.
06.19 Produce stuffed or combined pasta.
06.20 Prepare eggs for binding and coating.
06.21 Present dairy, eggs and farinaceous products for serving.

07.0 DEMONSTRATE SALAD, BUFFET FOOD, BEVERAGE AND RELATED FOOD PREPARATION SKILLS--The student will be able to:

07.01 Store and handle prepared cold food and beverages.
07.02 Reconstitute powdered beverages.
07.03 Prepare sandwich fillings.
07.04 Prepare greens for salads.
07.05 Prepare hot and cold beverages.
07.06 Select and extract juice from fruits and vegetables.
07.07 Prepare hot and cold sandwiches.
07.08 Prepare fruit salads and cocktails.
07.09 Prepare garnishes for salads and cold plates.
07.10 Prepare sliced meats for cold buffets.
07.11 Prepare vegetable salads.
07.12 Prepare farinaceous salads.
07.13 Prepare meat salads.
07.14 Prepare seafood or fish salads.
07.15 Setup and serve buffets.
07.16 Present salads, buffet foods and beverages for serving.

08.0 DEMONSTRATE BAKERY GOODS AND DESSERT PREPARATION SKILLS--The student will be able to:

08.01 Identify and select baking and dessert ingredients.
08.02 Store and handle baking and dessert products.
08.03 Prepare gelatins and puddings using mixes.
08.04 Prepare baked products using mixes.
08.05 Prepare basic pie dough.
08.06 Make and bake pies.
08.07 Prepare and bake quick breads.
08.08 Prepare and bake yeast dough.
08.09 Prepare basic cake batters.
08.10 Prepare syrups, sweet sauces and gelatins.
08.11 Prepare and apply butter creams and icings.
08.12 Prepare and bake butter sponge cake.
08.13 Prepare fruit fillings for pie and pastries.
08.14 Present bakery goods and desserts for serving.

09.0 DEMONSTRATE DINING ROOM OPERATIONS SKILLS--The student will be able to:

09.01 Handle guests with special needs children, handicapped and elderly.
09.02 Show customers to table.
09.03 Answer telephones.
09.04 Set tables.
09.05 Prepare beverages.
09.06 Provide counter or snack bar service.
09.07 Present dessert menu.
09.08 Wipe spills.
09.09 Prepare for special events.
09.10 Transport prepared foods.
09.11 Replenish server service station.
09.12 Load and carry bussing tray.
09.13 Clear and re-set dining room tables.
09.14 Return unused condiments.
09.15 Store and maintain equipment for special needs.
09.16 Serve customers.
09.17 Package food and beverages.
09.18 Maintain supplies in counter area.
09.19 Maintain and clean counter area.

10.0 DEMONSTRATE A PROFICIENCY IN CUSTOMER RELATIONS--The student will be able to:

10.01 Greet customer in a hospitable manner.
10.02 Handle customer complaints in a positive professional manner.
10.03 Handle stressful situations.
10.04 Meet the needs of handicapped and special needs of customers (handicapped, children, elderly).
10.05 Recognize and cater to the personal needs of each customer through a positive, friendly dining room attitude.
10.06 Distinguish the importance of team work in establishing a pleasant dining room atmosphere.
10.07 Present a neat and clean appearance that will promote the image of the establishment in the customer's opinion.

10.08 Express gratitude for customers' patronage and invite them to return.
10.09 Separate personal life from responsibility to work.
10.10 Identify attitudinal problems and discuss with management.
10.11 Sell and merchandise all menu items.
10.12 Project a positive attitude through words, smiles, body language, personality, etc.
10.13 React in all customer relations as though the "customer is always right."
10.14 Identify the advantages that will accrue through self-motivation such as advancement, increased salary and tips, better relations with customers, fellow employees and management.

11.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

11.01 Conduct a job search.
11.02 Secure information about a job.
11.03 Identify documents which may be required when applying for a job.
11.04 Complete a job application form correctly.
11.05 Demonstrate competence in job interview techniques.
11.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees.
11.07 Identify acceptable work habits.
11.08 Demonstrate knowledge of how to make job changes appropriately.
11.09 Demonstrate acceptable employee health habits.

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define entrepreneurship.
12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business ownership.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.

PROGRAM IMPLEMENTATION

It is the teacher's responsibility to ensure that students learn how to competently perform the tasks specified in the course objectives. Therefore, the teacher must lead the students through the learning experiences in a course, motivate students, act as a role model for students, and at times, function as a guidance counselor and placement coordinator. This leadership role requires the teacher to participate in many of the activities required for program implementation. The teacher must select the methods of instruction that best apply to students' ability levels, measure student achievement and provide feedback. Key factors that must be considered when implementing this program are addressed below.

TEACHER CHARACTERISTICS

Subject Knowledge

The teacher must be a subject matter expert who is able to implement sound instructional methods and evaluate student performance. He/she must have significant work experience in the industry/vocational field and be able to communicate that knowledge to the students.

Instructional Delivery

The teacher's role in the learning process is to motivate and lead the student as well as impart subject matter knowledge. In order to maximize student learning, the use of a variety of instructional methods is encouraged. Because teaching styles vary greatly, teachers are highly encouraged to "pick and choose" from various methods or to combine methods for maximum benefit to students. Some of the more traditional methods used are lecture, demonstration and small group instruction. Other teaching methods which are suggested for further exploration include individualized self-paced, open-exit/open-entry, contract, computer based and competency based instruction. The focus of Competency Based Vocational Education (CBVE) is to ensure that each student can competently perform tasks specified before progressing to more complex skills.

CONVENTIONAL INSTRUCTIONAL METHODS

A vocational program may require a portion of the instruction to be presented in a standard lecture or controlled demonstration format. These methods of instruction can be easily combined with instructor controlled step-by-step practical exercises. Some instructional activities may dictate that this instructional approach be used to introduce students to hazardous equipment often utilized in vocational training. In most situations, students should be required to perform specified activities to achieve maximum skill competency. If mastery of a task is required, competency based education methods may be more appropriate. However, if the training activity involves an orientation or a seldom performed, non-essential task, conventional instructional methods may be more effective. Teachers are encouraged to use a variety of instructional methods to best meet instructional objectives.

Instructional Development

Teachers often must develop and select their own teaching and curriculum materials. In developing a comprehensive curriculum, instructional objectives based upon both the performance and cognitive domain must be included. When developing curriculum materials, teachers must use the curriculum framework (CF) and student performance standards (SPS) contained in this program guide as a basis. These materials delineate minimum program content which must be presented for an approved vocational training program. However, they are not intended for use as a comprehensive curriculum. Be certain not to adapt the curriculum to available materials, but select only those materials which can be adapted to the curriculum.

Instructional Measurement

Teachers must select testing methods that support the instructional delivery system used. Teachers must be competent to develop, administer and evaluate written and performance type tests.

Student Admissions Criteria

Providing the student the opportunity to successfully complete a vocational education program, in any institution, should be the primary concern of the instructional effort. Therefore, it is very important to direct planning and effort into identifying and selecting students with excellent potential for success in the educational program and in the occupation. The school's primary task is to prepare people for fulltime, entry-level positions as technicians or, as in the case of those with more experience, as managers.

The Course Code Directory, specifies grade levels at which occupational programs are offered. Specific student admissions criteria which is required by the State and local educational agencies for the Commercial Foods training program is illustrated as follows.

SPECIFIC ADMISSIONS CRITERIA

Minimum Age:	As required by state and local policy
Physical Requirements:	Health examination may be required by local policy
Special Requirements:	None
Minimum Basic Skills Math Level:	* NA
Minimum Basic Skills Language Level:	* NA

* This grade level requirement is specified in the Curriculum Framework and is applicable to postsecondary level programs of 450 hours or more only. There is no minimum basic skill requirement for secondary programs.

THE STUDENT PROFILE

Developing a student profile is an important step in program implementation. Attention should focus on student characteristics that can be remediated within a training program, but could create serious impediments to success in the vocational field. Typical of these would be deficiencies in communications and mathematical skills. The basic skill levels can be measured by testing. Test results can then be used to direct the student to more suitable training which matches his or her skill level, or to determine supplemental training which may be required to increase chances for student success.

High school and postsecondary vocational students can be admitted to a vocational program upon request if they meet any specified prerequisites, such as physical or basic skill requirements. Training programs should be accessible to as many students as possible. Training programs are designed to prepare students for employment upon graduation, or serve as prerequisite to a postsecondary program.

The community college can be more selective and establish stringent admission standards. This may be done by assessing applicants or by recruiting potential students who meet the established prerequisite requirements of the training. The program advisory committee can design a profile of the potentially successful student. The profile should contain a list of qualities, traits and aptitudes that will indicate a higher

potential for student success. Acceptable levels for these traits must also be determined. For example, the qualities deserving highest attention, mechanical ability and cognitive aptitude, are those which the educational program itself will not likely be able to influence, although these traits should have considerable weight in establishing the basic profile. Deficiencies in mathematical or communications skills may lend themselves to improvement through related instruction while the student is enrolled in the program. The following example illustrates specific qualities to consider when establishing the student profile:

Mechanic/Technician--Service

- Knowledge of basic tools and equipment used by mechanics/technicians
- Ability to analyze and solve mechanical and technical problems
- Ability to interpret written mechanical/technical materials
- Ability to interpret mechanical/technical drawings
- Mechanical dexterity

Mechanic/Technical Service Management

- Basic application of service
- Business skills
- Ability to work with people
- Communications skills
- Leadership

QUALIFYING AND PRETESTING

Assessing potential students for vocational programs is an integral part of the recruiting process since considerable amounts of time and money will be spent on students entering training. Recruiters must have a good idea of the candidate's basic aptitude. Whoever guides the candidate to the program needs to have knowledge of the student's interests, abilities and experience. These can be measured by a variety of assessment methods, which should be performed upon program entry. The assessment can help determine extent and level of training each individual should receive.

Assessment should determine the level at which the student can read, write, calculate mathmatics and understand the English language. It is appropriate for the program advisory committee and the school to develop some selection criteria based on minimum skill levels. These criteria should remain flexible in order to maximize educational opportunity for all applicants. Additionally, vocational educators must make every effort to serve the variety of "special needs" students and to eliminate sex-bias and stereotyping in all occupational areas.

ADVISORY COMMITTEE

It is imperative that representatives of industry be organized into an advisory committee. Constantly changing technological demands of our society will continue to stimulate changing industrial patterns. Therefore, effective use of program advisory committees is vital to the successful implementation of vocational training programs. Advisory committees provide expert technical advice which is not easily obtainable elsewhere, offer external support of policies and have tremendous public relations potential.

The most effective advisory committees are those whose members have mutual respect for each other's abilities and vested interest in the training program because of their need for trained workers. The program advisory committee is also one of the most effective means of facilitating placement. Its role can be:

- To contact local industry and encourage them to use the school's placement office as a means of filling jobs
- To develop an effective procedure for interviewing and evaluating potential employees suggested by the school
- To assist in gathering accurate and current job information as it becomes available

COUNSELING AND GUIDANCE

Counseling of students serves two purposes. It guides the student into the program and it supports enrolled students on a continuing basis throughout the program. Much day-to-day counseling will be the responsibility of the teacher. The teacher has the most contact with the student and is in a position to detect and correct a problem. Each student will encounter new problems as the program develops. The teacher's job is to work with the student to help identify problems and then strive for solutions. The teacher will provide much of the counseling that focuses on trade knowledge and skills.

The professional counselor cannot be expected to have the subject matter expertise of the primary teacher. The counselor, however, can focus on the student's needs related to other issues such as personal growth, interests and attitudes. The ideal situation will provide at least one counselor with current knowledge of industry standards for career counseling. A useful tool which should be used in the counseling process is the Career Merit Achievement Plan (Career MAP) which presents minimum instructional content keyed to student performance standards. Career MAPs are available for each industrial program area, and can be used to document student achievement, isolate student interests, talents and weaknesses. They are also useful for placement purposes. Information on Career MAPs may be obtained by contacting the Department of Education, Division of Vocational, Adult, and Community Education, (904) 488-0484.

STUDENT PLACEMENT

Implementing an effective placement system is integral to developing a successful vocational training program. **S.B.E. Rule 229.551 (3)(g)** requires 70 percent placement of students who have completed a vocational training program. Although placement is not always a problem, as with students already working in a related occupation, the placement program should place emphasis upon students who are seeking entry-level employment since these students have little or no experience with industry.

The task of the placement program is to locate job openings in the community. The placement coordinator or teacher must know each student's personal aims and interests in addition to the information stated on the achievement record. In many cases, teachers are the best source to match students to job openings because of their contacts with the industry advisory committee. Input concerning employment openings must come from individual business establishments in the community. The placement coordinator should introduce a student to as many suitable job openings as possible. Conversely, employers can then be expected to interview as many qualified candidates as possible.

Cooperative Education

COOPERATIVE EDUCATION APPLICABILITY

Normally, students will complete the entire program as full-time students before obtaining employment. However, there may be situations where students could be allowed to complete part of the program while employed in their occupational areas. At this time it is appropriate for the student to enroll in industrial cooperative education (ICE). Guidelines for this training plan are provided in the "Industrial Cooperative Education Program Guide," published by the Division of Vocational, Adult, and Community Education, Order # IE 508 BK 87.

Industrial cooperative education is a method of instruction designed to prepare students for jobs in the community. This method is a joint effort between the school and the business community. Student trainees receive a combination of instruction in the classroom and related on-the-job training through employment. Learning experiences are jointly planned and supervised by the teacher and the employer. Cooperative education is relevant to the needs of the student preparing for a work role, and will help the student to achieve success and personal satisfaction as the transition is made from school to the constantly changing world of work.

Cooperative education is defined in the Federal Register, Volume 39, number 143, Vocational Education, Section 102.96, as a program ". . . to prepare students for employment, through: (a) providing meaningful work experiences combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes, (b) removing the artificial barriers which separate work and education, (c) involving educators with employers, creating interaction whereby the needs and problems of both are made known, thereby making it possible for occupational curricula to be revised to reflect current needs in various occupations . . . ."

PURPOSE

Cooperative Education is for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related instruction by alternation of study in school with a job in any industrial occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternative half days, full days, weeks or other periods of time to fulfill objectives of the cooperative education program.

GOALS AND OBJECTIVES

The primary goal of the cooperative method of vocational education is to prepare skilled, responsible individuals who can assume a productive role in the community. Specific objectives to meet the primary goal are:

- To prepare individuals for employment, adjustment and advancement in specified occupations or occupational areas (primary objective)
- To provide an understanding of the contribution of work to the social and economic welfare of our nation
- To provide students with an understanding and appreciation of the American free enterprise system
- To foster an awareness of the civic, social and moral responsibilities of individuals to society
- To stimulate students' interest in their chosen occupational

fields and provide an understanding of the opportunities in each field

- To provide training that results in increased efficiency in performing job tasks
- To provide curriculum which is sensitive and adaptable to changes in occupational practices and procedures as they are affected by societal, economic, technical and educational developments
- To strive to develop a greater appreciation of the value of specifically trained personnel among employers, employees and consumers
- To reinforce skills learned in the school laboratory
- To provide experiences on tools and equipment not available in the school laboratory
- To supplement and broaden the school curriculum into areas not otherwise available

Student Organization Participation

Vocational student organizations operate pursuant to federal and state laws, which authorize them as viable components of vocational education programs. According to federal regulations, the vocational education program of instruction may include activities of vocational student organizations which are an integral part of the vocational instruction offered and which are supervised by vocational education personnel. The **S.B.E.** Rules authorize vocational student organizations as an integral part of the vocational education program as stated in **S.B.E. 6A-6.064 (7)** and **6A-6.065 (8).**

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

VICA is an organization for secondary or postsecondary students enrolled in trade and industrial education programs in high schools, area vocational technical centers and junior and community colleges. It is the only national and international organization for trade and industrial students. The organization is designed to expand and enrich opportunities for leadership, social awareness and civic responsibility in vocational students.

Students who participate in VICA activities are often better prepared for the world of work. They acquire knowledge of the many opportunities available in their chosen careers and become aware of the value of their contributions to society. They are also given opportunities to develop and

utilize their talents and abilities in ways that otherwise would not be available to them.

BENEFITS OF VICA MEMBERSHIP FOR THE STUDENT

Membership in VICA offers the student the opportunity for growth and development in the following areas:

School and Community Service Activities Students in VICA become involved in various school and/or community services. These may include clothing or food collections for the needy, donation of time and service to the elderly and participation in fund raisers or similar activities.

Social Interaction with Fellow Students Activities are also available that offer students time for relaxation and fun. Social activities of this type may be held on a regular basis. They might be held on the school campus during school hours, or off campus after school. More formal functions would include end of the year award banquets or industry/employer appreciation dinner banquets.

Competition in Skill and Leadership Contests VICA offers various contests in all the skill and leadership areas it serves. Often, teachers identify talented students who represent their school in regional competitions. However, any student member of VICA may compete. Instructors should conduct planned contests within their trade areas. This also pertains to leadership areas. First and second place regional winners then move on to the state level contest. The state winners then compete at the national level of the United States Skill Olympics.

INSTRUCTIONAL RESOURCES

STUDENT REFERENCE MATERIALS

Necessary instructional texts or pertinent material should be available for each student to satisfy training objectives. When textbooks are used, the copyright date should be as current as possible.

SERVICE MANUALS

Manuals with current manufacturer's service procedures and specifications should be available. These manuals must be located where students can use them while working in the shop area.

PERIODICALS

Current general and technical magazines and newspapers should be available for student and instructor use.

The following list of suggested resources is organized under each outcome shown in the curriculum framework. These resources have been recommended by instructors and program administrators through statewide surveys.

01.0 DEMONSTRATE PROFICIENCY IN GENERAL HOUSEKEEPING OPERATIONS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Dish Machine Operator	NATIONAL EDUCATION MEDIA, INC.	film
Food Service Skills and Equipment	PRENTICE-HALL MEDIA	film
Kitchen Safety: Preventing Cuts and Stains	NATIONAL EDUCATION MEDIA, INC.	film
Kitchen Safety: Preventing Falls	NATIONAL EDUCATION MEDIA, INC.	film
Kitchen Safety: Preventing Machine Injuries	NATIONAL EDUCATION MEDIA, INC.	film
Portion Control: A Team Effort	NATIONAL EDUCATION MEDIA, INC.	film
Sanitation: Rodent and Insect Control	NATIONAL EDUCATION MEDIA, INC.	film
Instructor's Guide (LAP): Commercial Foods and Culinary Arts Competency Based Series (IE 252 SS 85)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Student Learning Activity Packet: Commercial Foods and Culinary Arts Competency Based Series (IE 253 SS 85)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Exploring Professional Cooking M. F. Ray and C. J. Lewis	BENNETT PUBLISHING COMPANY	text
Food Preparation for Hotels, Restaurants, and Cafeterias Robert G. Haines	AMERICAN TECHNICAL PUBLICATIONS, INC.	text
Food Production and Services Learning Managers' Guide Evelyn Lewis: Broward County School Board	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	text

Food Service: Production and Service Vici Grimes, Jerald Cheeser	MID-AMERICA VOCATIONAL CURRICULUM CONSORTIUM, INC.	text
Food for Fifty B. West, Grace Shugart and Maxine Wilson	JOHN WILEY & SONS, INC.	text
Larousse Gastronomique Prosper Montagne	CROWN PUBLICATIONS, INC.	text
Manual for Culinarians (Vol. I & II) Consortium, American Culinary Federation Chefs	AMERICAN TECHNICAL PUBLICATIONS, INC.	text
Professional Cooking M. E. Griffin and W. Gisslen	JOHN WILEY & SONS, INC.	text
Standards, Principles, and Techniques in Quality Food Production Lendal H. Kotschevar	VAN NOSTRAND REINHOLD COMPANY, INC.	text
Study Guide for Culinarians Consortium, American Culinary Federation Chefs	AMERICAN TECHNICAL PUBLICATIONS, INC.	text
The Hotel and Restaurant Business D. Lundberg	VAN NOSTRAND REINHOLD COMPANY, INC.	text
The Professional Chef American Culinary Federation, Folsom, Edited	VAN NOSTRAND REINHOLD COMPANY, INC.	text
The Professional Chef's Knife American Culinary Federation, Folsom, Edited	VAN NOSTRAND REINHOLD COMPANY, INC.	text

02.0 DEMONSTRATE PROFICIENCY IN EQUIPMENT OPERATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Training the Food Service Worker	HOSPITAL RESEARCH AND EDUCATIONAL TRUST	text

03.0 DEMONSTRATE PROFICIENCY IN STOCK, SOUP AND SAUCE PREPARATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Chef L. A. Grimes	TEXAS EDUCATION AGENCY	text

04.0 DEMONSTRATE PROFICIENCY IN FRUIT AND VEGETABLES PREPARATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
The Fine Art of Garnishing Jerry Crowley	LIEBA, INC.	

05.0 DEMONSTRATE PROFICIENCY IN MEAT, POULTRY, FISH AND SEAFOOD PREPARATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Deep Fat Frying	NATIONAL EDUCATION MEDIA, INC.	film
Lessons on Meat National Live Stock and Meat Board	NATIONAL LIVESTOCK AND MEAT BOARD	text
Meat Buyer's Guide to Portion Control Meat Cuts National Association of Meat Purveyors	NATIONAL ASSOCIATION OF MEAT PURVEYORS	text
Meat Buyer's Guide to Standardized Meat Cuts National Association of Meat Purveyors	NATIONAL ASSOCIATION OF MEAT PURVEYORS	text
Meat in the Food Service Industry	NATIONAL LIVESTOCK AND MEAT BOARD	text

Merchandising Beef Loins National Live Stock and Meat Board	NATIONAL LIVESTOCK AND MEAT BOARD	text
Merchandising Beef Ribs National Live Stock and Meat Board	NATIONAL LIVESTOCK AND MEAT BOARD	text
Professional Food Preparation Margaret E. Terrell	JOHN WILEY & SONS, INC.	text
The National Association of Meat Purveyors Guide to Quality Assurance National Association of Meat Purveyors	NATIONAL ASSOCIATION OF MEAT PURVEYORS	text

06.0 DEMONSTRATE PROFICIENCY IN DAIRY, EGG AND FARINACEOUS (STARCHY) PRODUCT PREPARATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
NONE		

07.0 DEMONSTRATE PROFICIENCY IN SALAD, BUFFET FOOD, BEVERAGE, AND RELATED FOOD PREPARATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Sandwich Preparation and Presentation	NATIONAL EDUCATION MEDIA, INC.	film
Art of Garden Manager Frederic H. Sonnenschmidt and Jean F. Nicolas	CBI PUBLISHING COMPANY, INC.	text
Delft Blue Fancy Veal, Cutting and Marketing Manual	DELFT BLUE AND PROVIMI, INC.	text
Profits with Pork National Live Stock and Meat Board	NATIONAL LIVESTOCK AND MEAT BOARD	text

The Professional Chef's Art of Garde Manger Frederic H. Sonnenschmidt and Jean F. Nicholas	VAN NOSTRAND REINHOLD COMPANY, INC.	text
The Professional Chef's Book of Buffets George K. Waldner and Klaus Mitterhauser	VAN NOSTRAND REINHOLD COMPANY, INC.	text

08.0 DEMONSTRATE PROFICIENCY IN BAKERY GOODS AND DESSERT PREPARATION SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
The Professional Chefs Baking Recipes	INSTITUTIONS MAGAZINE	
Baking, Breakfast Cookery, Desserts	PRENTICE-HALL MEDIA	film
Elementary Baking William J. Sultan	McGRAW HILL BOOK COMPANY	text
Practical Baking William J. Sultan	AVI PUBLISHING COMPANY, INC.	text
Professional Baking Wayne Gisslen	JOHN WILEY & SONS, INC.	text
Professional Cooking and Baking M. F. Ray and B. A. Dondi	BENNETT PUBLISHING COMPANY	text
The Bakers' Manual for Quantity Baking and Pastry Making Joseph Amendola	HAYDEN BOOK COMPANY	text
The Modern Pastry Chef's Guide to Professional Baking Dominique D'Ermo	CANFIELD PRESS	text
Understanding Baking Joseph Amendola and Donald E. Lundberg	INSTITUTIONS/VOLUME FEEDING MAGAZINE	text

09.0 DEMONSTRATE PROFICIENCY IN DINING ROOM OPERATIONS SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Cafeteria Service	NATIONAL EDUCATION MEDIA, INC.	film
Dining Room Service Louis Lehrman	ITT EDUCATIONAL SERVICES, INC.	text
Professional Restaurant Service Ellen Adeline Harris	McGRAW HILL COMPANY OF CANADA LTD.	text
The Hospitality Industry Joseph A. Villella	McGRAW HILL BOOK COMPANY	text

10.0 DEMONSTRATE PROFICIENCY IN CUSTOMER RELATIONS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Courtesy: Food Service is People Service	NATIONAL EDUCATION MEDIA, INC.	film
Courtesy: The Inside Story	NATIONAL EDUCATION MEDIA, INC.	film
How Do You Look When It Counts?	NATIONAL EDUCATION MEDIA, INC.	film

11.0 DEMONSTRATE PROFICIENCY IN EMPLOYABILITY SKILLS

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE
Applying for a Job - Instructor's Guide (CE 004 BK 81)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text

Choosing an Occupation - Instructor's Guide (CE 010 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Employability Skills Leader's Guide: In-service Workshop (CE 205 BK 85)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Good Work - Instructor's Guide (CE 018 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Job Changes - Instructor's Guide (CE 025 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Personal Finances - Instructor's Guide (CE 030 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Your Job Search - Instructor's Guide (CE 038 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	instructor text
Employability Skills Series (ESS) (CE 001 SS 81)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	module
Applying for a Job - Student Guide (CE 003 BK 79)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Choosing an Occupation - Student Guide (CE 009 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Employability Skills Participant's Guide: In-service Workshop (CE 074 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text

Good Work - Student Guide (CE 017 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Job Changes - Student Guide (CE 024 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Personal Finances - Student Guide (CE 029 BK 83)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
Your Job Search - Student Guide (CE 037 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	student text
A Guide to Employability Skills Materials (CE 042 BK 85)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	text
ESS for Success (CE 150 BK 84)	FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION	text

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP

TITLE, AUTHOR, ORDER#	PUBLISHER	TYPE

NONE

PUBLISHERS' ADDRESSES

AMERICAN TECHNICAL PUBLICATIONS, INC.
1155 West 175th Street
Homewood, IL 60430
800-323-3471

AVI PUBLISHING COMPANY, INC.
115 Fifth Avenue
New York, NY 10003-1004
212-201-4017

BENNETT PUBLISHING COMPANY
866 Third Avenue
New York, NY 10022
309-691-4454

CANFIELD PRESS
10 East 53rd Street
New York, NY 10022
800-242-7737

CBI PUBLISHING COMPANY, INC.
Cahners Building
221 Columbus Avenue
Boston, MA 02116

CROWN PUBLICATIONS, INC.
One Park Avenue
New York, NY 10016-5801
212-532-9200

DELFT BLUE AND PROVIMI, INC.
Provimi Road
Watertown, WI 53094
414-261-7882

FLORIDA DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION
Knott Building
Tallahassee, FL 32399

HAYDEN BOOK COMPANY
10 Mulholland Drive
Hasbrouck Heights, NJ 07604
201-843-0550

HOSPITAL RESEARCH AND EDUCATIONAL TRUST
840 North Lake Shore Drive
Chicago, IL 60611
312-280-6620

INSTITUTIONS MAGAZINE
1801 Prairie Avenue
Chicago, IL 60616

INSTITUTIONS/VOLUME FEEDING MAGAZINE
5 South Wabash Avenue
Chicago, IL 60603

ITT EDUCATIONAL SERVICES, INC.
Box 68888
Indianapolis, IN 46268-0888
317-875-7160

JOHN WILEY & SONS, INC.
605 Third Avenue
New York, NY 10158
212-850-6418

LIEBA, INC.
405 West Franklin Street
Baltimore, MD 21201
301-727-7333

MID-AMERICA VOCATIONAL CURRICULUM CONSORTIUM
State Department of Vocational Education
Stillwater, OK 74074

McGRAW HILL BOOK COMPANY
1221 Avenue of the Americas
New York, NY 10020
212-512-2000

McGRAW HILL COMPANY OF CANADA LTD.
250 Vloor Street East, Suite 405
Toronto, Canada, MWIE6

NATIONAL ASSOCIATION OF
MEAT PURVEYORS
252 West Ina Road
Tucson, AZ 85704

NATIONAL EDUCATION MEDIA,
INC.
21601 Devonshire Street
Chatsworth, CA 91311

NATIONAL LIVESTOCK AND
MEAT BOARD
444 North Michigan Avenue
Chicago, IL 60611
312-467-5520

PRENTICE-HALL MEDIA
90 South Bedford Road
Mt. Kisco, NY 10549
914-631-8300

TEXAS EDUCATION AGENCY
Austin, TX

VAN NOSTRAND REINHOLD
COMPANY, INC.
7625 Empire Drive
Florence, KY 41042
606-525-6600

FACILITIES

Facility Design Recommendations

Facilities, tools and equipment are essential parts of training programs, and must be designed to meet State program standard requirements and instructional objectives. This section of the Program Guide contains information for setting up classroom and laboratory facilities. Facility design criteria and space requirements are specified in **S.B.E. Section B, Chapter 6A-2.**

TEACHING FACILITIES

The instructional environment should duplicate, as closely as possible, the real-life work environment the student will enter after graduation. The more the school resembles the industrial environment, the easier it will be for the student to make the transition from school to work. Tools, supplies and equipment should conform to local industry standards. The teacher should actively pursue supplemental resources to expose the students to state of-the-art equipment.

All facilities should include classroom space, as well as space for regular classroom equipment such as audio-visual equipment. Laboratory facilities should be equipped with work stations or workbenches, tables, chairs and special training aids to demonstrate basic principles and theory. They should contain enough tools and equipment to enable several students to work individually on the same learning activity.

UPDATING FACILITIES

To keep pace with technological changes and improvements, facilities must be updated on a continuing basis. When planning facilities, priority must be to provide space which will fulfill changing needs of the instructional program. Buildings should be designed with flexibility to expand in order to accomodate future program changes and to allow for greater ease of facility updating. The program advisory committee should be used to assist the school in establishing priorities for obtaining facilities, tools and equipment. Careful planning and analysis of current and future needs will lead to the establishment of an effective training environment.

SCHOOL FACILITIES

Commercial Foods Classroom/Laboratory Areas

This section of the program guide provides guidelines for Commercial Foods program facilities. All vocational programs must meet additional facility requirements specified in **S.B.E. Section B, Chapter 6 A-2.**

Classroom/laboratory areas should include commercial grade kitchen appliances. The kitchen work stations should be equipped with special lighting, as necessary. A separate food serving area is recommended.

Special ventilation, grease filters and guttering must be provided to maintain the proper vapor temperature, humidity, cooking odors and safety conditions. The use of ventilation hoods has been accepted as an industry standard. An example of one type is the canopy hood. This hood is installed over all cooking appliances. The distance from the floor to the surface of the canopy hood should be at least 6 feet 3 inches, the depth of the canopy hood at least 24 inches, and the exhaust outlet should be centrally located and equipped with grease filters and exhaust fan for air and fume removal. The grease gutter should be at least 18 inches away from combustible materials and should be a minimum of 1 1/4 inches wide and 1 1/4 inches deep, connected to the appropriate trap devices. Special furnishings for this program must meet requirements of local building codes.

The laboratory should include electrical outlets providing 110 volts at each work station. Electrical outlets should be permanently mounted three feet above the floor at the work station. Additional electrical outlets should be installed along the walls and in the center areas of the laboratory, where needed. Electrical outlets in the center areas should be mounted on posts between the ceiling and work stations or on pull down extension systems. Special electrical wiring may be required to supply the requirements of commercial grade kitchen appliances and other special equipment. All electrical service must be installed according to local building code requirements.

A detailed description of facility standards can be found in Food Service Planning: Layout and Equipment by Kotschevar and Terrell, published by John Wiley & Sons, New York.

CLASSROOM/LABORATORY FACILITIES

Space requirements for **new** facility construction for this program are specified in **S.B.E. Rule 6A-2.032** as shown below.

NEW FACILITIES COMMERCIAL FOODS	
Occupant Design Stations	40
Net Square Feet Per Occupant	
Minimum	90
Normal	95
Maximum	100
Total Net Square Feet	
Minimum	3600
Normal	3800
Maximum	4000

WORK STATION ARRANGEMENT

The arrangement of work stations and specialized equipment depends upon the general layout of the facilities, but careful consideration must be given to convenience to entrances and exits, easy movement among work stations and a tool/storate areas. The area should have a counter convenient to work stations. Overall layout of the facility should be planned so that the location of entrances and exits permits a logical flow of work in progress. One of the most critical factors in planning a facility is the arrangement of work stations to obtain a safe, efficient traffic pattern.

ADDITIONAL FACILITY CONSIDERATIONS

Training Stations

Training stations and live work areas must be available in the type and number required to meet program goals and performance objectives.

Instructional Area

A classroom or designated area of the laboratory should be available for lecture, instruction, viewing audio visual materials and other nonshop activities.

Personal Tool/Equipment Storage Area

A secure storage room or area should be provided, with enough shelf space for student supplies/tool boxes and floor space for equipment.

General Storage

Storage areas for tools, parts, supplies and machines must be sufficient to support the activities outlined in the program goals and performance objectives.

Office Space

An area separate from the classroom and laboratory should be available and convenient for use by the instructor(s) as an office.

Maintenance

A regular facilities maintenance program must be implemented to ensure that equipment and facilities are safe and usable to meet instructional needs.

Housekeeping

The classroom, laboratory and support area(s) must be kept clean and orderly.

Ventilation

A fume/dust removal system should be in place and operable. When appropriate, heating and cooling systems should be used to provide sufficient comfort for learning. Ventilation requirements are stated in **S.B.E. Rule 6A-2.066.**

First Aid

A first aid station must be in place, well marked and complete with appropriate supplies.

Support Facilities

Restrooms, clean-up areas and lockers convenient to the shop should be available for students.

Safety

The facilities must meet all Occupational Safety and Health Administration (OSHA) safety standards, where applicable.

Facility Evaluation

The program advisory committee should be asked to conduct an annual evaluation of the facilities to insure the program's continuing capability to meet instructional objectives.

Safety, Maintenance and Liability

SAFETY

S.B.E. Rule 6A-2.097

The Florida State Board of Education establishes rules for the operation of public schools. **Part III, Section B, Chapter 6A-2** of the State Board of Education Rules contains the standards for existing educational facilities. Subsections deal with the entire school facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage and illumination. Subsection 6A-2.097 contains safety regulations pertaining to vocational classes.

Special safety hazards associated with this program concern the possibility of grease fires, burns from fires or from touching hot objects, cuts from sharp knives and personal injury from food processing machines. Special instruction is required in these areas to avoid accidents.

Marking of Hazardous Areas

Floors, walls, posts, stationary objects, machinery and equipment should be properly painted, marked, coded or identified, according to recommended safety practices of OSHA, the school board and industry.

Emergency Procedure For Injuries

The following procedures are recommended in the event of an injury or sudden illness in a student:

- Refer to the red "fire or medical emergency" signs posted in appropriate areas.
- Provide immediate first aid if so qualified.
- Notify appropriate personnel to advise them of the problem. They can also contact emergency trained personnel on campus.
- A conscious person has the right to refuse treatment and/or transportation to a medical facility.

- Advise students that they will be financially responsible for ambulance and emergency care.
- The paramedics will assume patient care upon arrival.
- If emergency transportation is not indicated, the student may spend time at the clinic, be allowed to go home or go to a medical facility.
- Be sure to complete the appropriate student injury form for any and all accidents or sudden illness.

MAINTENANCE

Schools should have the necessary facilities for routine maintenance. Special maintenance requirements for this program concern the stoves, grills, refrigerators and processing machines. Arrangements must be made to accomplish routine and non-routine cleaning and maintenance of all equipment used in this program. Arrangements can be made through the school's laboratory or an outside agency.

VOCATIONAL TEACHER LIABILITY

Liability of Teacher and School Board

Negligence of vocational education teachers can cause unnecessary injury, and may result in teacher and school district liability. Vocational teachers are recommended to carry personal liability insurance. To reduce the risk of liability and injuries, the following suggestions are provided.

- Follow accepted policies of the school board.
- Do not allow students to use equipment or tools which have not been approved by the administration and Board of Education.
- Establish safety rules and enforce them.
- Do not leave the shop/laboratory while students are working.
- Do not permit non-enrolled students to use the shop/laboratory.
- Do not allow students to use machines or tools for which instruction has not been given.
- Do not approve unsupervised student activities inside or outside the shop/laboratory.

- Prepare accident forms for all accidents.
- Regularly inspect the workplace and equipment for defects or potential hazards and maintain documentation of unserviceable or hazardous items.
- Consider age, maturity, skill and ability of students when providing instruction and supervision.
- Adminster safety tests to students upon completion of the demonstration of a specific machine, tool or process and keep documentation on file in your office.
- Require all students to wear eye protection devices, when appropriate, for laboratory activities.

SUGGESTED EQUIPMENT LIST

General Classroom Equipment

DESCRIPTION

Chalkboard

Bulletin board

Bookcases

Cabinet-storage

Student study stations

Audio-visual equipment as needed

Laboratory Tools and Equipment

These tools and items of equipment are normally used in this program. Equipment items are listed under each outcome, corresponding to the curriculum framework. Consumable supplies should be readily available to assure continuous instruction. Consumable supplies such as cleaning agents and paper towels are not contained in the equipment list.

01.0 DEMONSTRATE PROFICIENCY IN GENERAL HOUSEKEEPING OPERATIONS

DESCRIPTION

Bench scraper
Cabinet, frozen food storage, reach-in
Cans, trash, with cover
Carts, mobile, assorted sizes
Cleaning equipment, commercial or industrial grade
Clipboard (inventory control)
Dishwasher, commercial model
Freezer, reach-in

Freezer, walk-in
Garbage disposal
Lavatory
Mop pail with wringer
Refrigerators, reach-in
Refrigerators, walk-in
Scale, 300 lb.
Sink, utility, 3 compartment
Storage cabinets/shelves, canned goods
Storage cabinets/shelves, equipment
Storage cabinets/shelves/bins, dry staples
Table, cook's, undershelf, 4-drawer
Table, cook's, undershelf, with sink
Table, utility, 1 undershelf, locking caster
Truck, utility
Water spout, swinging

02.0 DEMONSTRATE PROFICIENCY IN EQUIPMENT OPERATION SKILLS

DESCRIPTION

Beaters, rotary and manual, commercial type
Blender, electric
Broiler, 1 deck, gas or electric
Brushes, pot
Brushes, urn
Buffet serving line, cold/ice, portable
Buffet serving line, hot, portable
Buffet serving line, pastry/pie, portable
Carving lamps (heat) and board
Choppers, food, with attachments
Choppers, meat, manual
Coffee maker, Bunn-O-Matic
Corers
Cutter, buffalo chopper
Deep fryer, electric, double basket
Dispenser, tea
Dough divider/rounder (rondo)
Griddle, electric
Grill, charcoal
Grill, gas
Grinder, food
Ice maker machine
Kettle, steam-jacketed, tilt, with spigot
Knife sharpener
Knives, boning
Knives, bread
Knives, butcher

Knives, chef's (french)
Knives, filleting
Knives, grapefruit
Knives, paring
Knives, slicing
Knives, utility
Mixer, food, floor mounted, with attachments
Mixer, food, table mounted, with attachments
Opener, bottle, manual
Opener, can, electric
Opener, can, table or bench-mounted
Oven, convection type, 3 to 5 rack capacity
Oven, conventional
Oven, microwave
Oven, revolving
Oven, stack
Peeler, with stand and hose attachments
Peelers, vegetable
Rack, cooling, tiered, with casters
Range, electric, heavy-duty flat top
Range, gas, open burner
Sharpening steel
Skillet, tilting
Slicer, egg
Slicer, food, electric, with stand
Soft serve ice cream machine
Steam table, electric
Steamer, 2 compartments
Steamer, convection
Steamer, pressure
Time clock with card racks (in/out)
Toaster
Warming units

03.0 DEMONSTRATE PROFICIENCY IN STOCK, SOUP AND SAUCE PREPARATION SKILLS

DESCRIPTION

Boards, cutting, non-porous
Boilers, double, open, assorted sizes
Boilers, double, with cover, assorted sizes
Bowls, mixing, metal, 1 1/2-qt.
Bowls, mixing, metal, 11-qt.
Bowls, mixing, metal, 3-qt.
Bowls, mixing, metal, 6-qt.
Bowls, mixing, metal, additional assorted sizes
Chinois (vegetable pureeing sieves), assorted sizes
Colanders, metal

Colanders, plastic, assorted sizes
Dippers, 32-oz.
Drum sieves, assorted sizes
Food mill
Funnels, assorted bell and tube widths
Ladles, 1-oz.
Ladles, 4-oz.
Ladles, 6-oz.
Ladles, 8-oz.
Ladles, additional assorted sizes
Measures, liquid volume, assorted sizes
Mortar and pestle
Pans, fry, 12-in. diameter
Pans, fry, 14-in. diameter
Pans, saute, slope-sided, assorted sizes
Pans, saute, straight-sided, assorted sizes
Saucepans, 1 quart, with lip
Saucepans, fait tout
Saucepans, open, assorted sizes
Saucepans, with cover, assorted sizes
Scales, portion
Shakers, salt and pepper, large
Skimmers, assorted
Spatulas, rubber
Spoons, measuring, graduated, 1/4 teaspoon to 1 tablespoon
Spoons, pierced
Spoons, slotted
Spoons, solid
Stockpot, large restaurant sizes, with spigot and strainer
Stockpot, with cover, 3-gal.
Stockpot, with cover, 6-gal.
Storage containers, plastic with lid, assorted sizes
Strainers
Thermometers, food, stainless steel, refrigerator, freezer, oven
Thermometers, instant read
Whips, wire, french
Whips, wire, piano-wire
Whips, wire, specialty sizes

04.0 DEMONSTRATE PROFICIENCY IN FRUIT AND VEGETABLES PREPARATION SKILLS

DESCRIPTION

Brushes, vegetable
Hotel pans, assorted depths and sizes, perforated, solid
Knives, demidoff, zigzag cutter
Knives, side-cutter, scorer, channel

Mezzaluna (curved cutter) and appropriate bowls
Scoop, melon-ball, assorted sizes
Spice graters
Zester

05.0 DEMONSTRATE PROFICIENCY IN MEAT, POULTRY, FISH AND SEAFOOD PREPARATION SKILLS

DESCRIPTION

Basters, bulb
Basting spoons
Braziers, assorted sizes
Butcher block
Cooling racks, full sheet, 16 x 24 in.
Cooling racks, half sheet, 8 x 12 in.
Fish poacher, including rack with handles
Forks, cook's
Grill, fish (minimum 15 1/2 x 6) with legs (minimum 4 3/4 inches high)
Knives, cleaver
Meat saws, electric
Meat saws, hand
Paddle, metal
Paddle, wood
Pans, bake and roast, 3 1/2 x 18 x 26-in.
Pans, bake and roast, 4 x 12 x 20-in.
Pans, roasting, dry roast, with roasting racks
Racks and hooks for carcasses
Saucepans, 7 quart, wide, with 10-inch handle
Scoops, assorted sizes
Shears, steel, 8-in.
Skewers, meat, assorted sizes
Spit, rotary
Tenderizer/cubing machine

06.0 DEMONSTRATE PROFICIENCY IN DAIRY, EGG AND FARINACEOUS (STARCHY) PRODUCT PREPARATION SKILLS

DESCRIPTION

Bain maries, assorted depths and sizes
Cups and baking dishes (souffles, coddling, pots de creme, etc.), china, assorted sizes
Donut filling press
Dropper/dispenser, donut

Dropper/dispenser, pancake,
Egg separators
Egg turners, offset
Grater, box
Individual timers
Pans, fry, omelet
Pasta makers
Pitchers, metal

07.0 DEMONSTRATE PROFICIENCY IN SALAD, BUFFET FOOD, BEVERAGE, AND RELATED FOOD PREPARATION SKILLS

DESCRIPTION

Bowls for buffet line
Chafing pans for buffet line
Cutter, aspic
Cutter, canape, assorted sizes and shapes
Cutter, truffle
Cutter/mixer, vertical, small, table top model
Dippers, 5-oz.
Juicer, electric
Knives, clam
Knives, mandolin cutter/slicer
Knives, oyster
Molds, assorted
Spatulas/spreaders, assorted sizes
Spoons, serving, slotted, 13 1/4-in.
Spoons, serving, solid, 11-13 inch, stainless steel
Tongs, serving, 9-12 in.
Trays for buffet line

08.0 DEMONSTRATE PROFICIENCY IN BAKERY GOODS AND DESSERT PREPARATION SKILLS

DESCRIPTION

Baker's table, 2-drawer storage, open below for bins
Bins, roll-under, for baker's table
Biscuit cutters, metal
Bowls, mixing, metal, 30-qt.
Cake dividers, wheel cutters, adjustable
Cake sides for sheet pans
Canvas sheet roll
Cooling screens
Cutter, roll
Dessert bowls, 5 oz.

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Dessert plates, 5 in.
Dredger
Opaque (copy) projector with reducing and enlarging lens
Pans, baking, assorted sizes and specialty shapes
Pans, bun, cake, 1 x 18 x 26-in.
Pans, bun, cake, 2 1/8 x 18 x 26-in.
Pans, cake, tubed, 9-in. diameter
Pans, loaf, 10 x 5 x 4-in.
Pans, muffin, 12-cup
Pans, pie, 9-in. diameter
Pans, pizza
Pans, pullman bread, with cover
Pans, sheet, assorted sizes
Pastry bag rack
Pastry bags and tubes, assorted sizes
Pastry brushes, assorted
Pastry tip case with assorted tips
Pastry tip cleaner/brush
Pastry tip rounder/repair, wood or plastic
Pastry wheel
Proofing cabinet with watertank, heater, sheet pan size
Rolling pins, assorted
Scale, baker's
Sieves
Sifter, commercial
Sifters, 10-cup
Spatulas, baker's, 10-in.
Spatulas, offset
Transparencies of cake decorations for projector
Trivets (heavy-duty), for steamers

09.0 DEMONSTRATE PROFICIENCY IN DINING ROOM OPERATIONS SKILLS

DESCRIPTION

Bus pans
Cash registers, various types
Cloth, customer table
Condiment set-ups, customer table
Counter/desk, cashier's
Flatware, customer table
Glassware, customer table
Menus, variety of types and styles
Podium/desk, reservations
Service station/area, server's
Serving platters
Table, customer
Towels, bussing/counter

Tray or cart, bussing
Tray or cart, setup
Tray stand, folding

10.0 DEMONSTRATE PROFICIENCY IN CUSTOMER RELATIONS

DESCRIPTION

Bulletin boards
Computer, printer, monitor
Special needs equipment (can be in picture, A-V, and/or poster-type format)

11.0 DEMONSTRATE PROFICIENCY IN EMPLOYABILITY SKILLS

DESCRIPTION

NONE

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP

DESCRIPTION

NONE

PROFESSIONAL DEVELOPMENT

Teacher Technical Updating

Technical updating workshops are scheduled periodically throughout the State, usually in the summer months. Teachers should take advantage of the opportunity to attend the commercial foods technical update workshops when they are held. All instructional staff are encouraged to participate in as many training opportunities as possible.

Teachers should seek opportunities with local companies to maintain currency with industry trends. During periods when school is not in session, teachers are encouraged to make arrangements to return to industry for suitable involvement in their area of expertise.

Membership in professional associations offers vocational educators an enormous range of opportunities for working together to strengthen the field and to develop personal competence and satisfaction in work. The associations have similar goals and activities. They seek excellence in program content by means of joint efforts among members, communications that keep members current, forums for the discussion of issues in the field, useful and stimulating publications and sound professional growth experiences at local, state, regional and national meetings and annual conventions. They are concerned with increasing public understanding and support of the field. Teachers are encouraged to maintain affiliation with professional organizations. A list of professional organizations follows this section of the guide.

Teacher Standards

As a prerequisite to certification, teachers must have the required years of experience in the appropriate technical field as defined in the certification standards. For the Commercial Foods program, the requirements are six years continuous experience in commercial foods. The teacher is then judged qualified to teach upon meeting one of the following criteria: (1) regular or temporary Florida teacher's certificate with appropriate coverage, (2) Approval of local school board consistent with adopted school policy or (3) regular or temporary Florida teacher's certificate with other than appropriate coverage (has met all occupational experience requirements prescribed as a prerequisite to appropriate certification and has been approved by the school board to teach out-of-field.) Refer to the

Curriculum Framework for this program to determine the appropriate occupational specialization coverage required for certification.

Instructional staff must have technical competency and meet all State and local requirements for certification. Instructors should hold current, nationally recognized certification in the subject areas taught, if awarded. Beginning teachers must be enrolled in the State Beginning Teacher Program.

A systematic method of obtaining "substitute" instructors, approved by the school board, should be used to assure instructional continuity. An orientation session for substitutes should be held on a regular basis. The substitute should be a competent instructor in the occupational area and specific competencies taught.

Professional Organizations and Support Services

EDUCATION ORGANIZATIONS

AMERICAN VOCATIONAL ASSOCIATION (AVA)
1410 King Street
Alexandria, VA 22314
800-826-9972

FLORIDA ASSOCIATION FOR TRADE AND INDUSTRIAL EDUCATION, INC. (FATIE)
Florida Department of Education
Industrial Education - Vocational Division
Knott Building
Tallahassee, FL 32399
904-488-0484

FLORIDA VOCATIONAL ASSOCIATION (FVA)
1420 North Paul Russell Road
Tallahassee, FL 32399
904-878-6860

FLORIDA VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)
Florida Department of Education
Knott Building
Tallahassee, FL 32399
904-488-0484

TRADE ORGANIZATIONS

This list contains trade associations and technical societies. Many offer training programs of some sort, either directly or through their member companies. Specific details should be requested in writing.

AMERICAN CULINARY FEDERATION
Post Office Box 3466
St. Augustine, FL 32084
904-824-4468

COUNCIL ON HOTEL, RESTAURANT AND
INSTITUTIONAL EDUCATION, INC.
1200 17th Street Northwest
Washington DC 20036
800-424-5156

FLORIDA RESTAURANT ASSOCIATION
2441 Hollywood Boulevard
Hollywood, FL 33020-6605
305-921-6300

NATIONAL RESTAURANT ASSOCIATION (NRA)
1200 17th Street, Northwest
Washington, DC 20036
202-331-5900 800-424-5156

INTERNATIONAL CHEFS ASSOCIATION (ICA)
Post Office Box 1889
New York, NY 10116
201-825-8455

ASSOCIATION FOR DRESSINGS AND SAUCES (ADS)
5775 Peachtree-Dunwooday Rd., Suite 500-D
Atlanta, GA 30342
404-252-3663

ASSOCIATION OF FOOD INDUSTRIES, INC. (AFI)
177 Main Street
Post Office Box 776
Matawan, NJ 07747
201-583-8188

FOODSERVICE CONSULTANTS SOCIETY INTERNATIONAL (FCSI)
12345 30th Avenue, Northeast, Suite H
Seattle, WA 98125-5405
206-362-7780

THE EDUCATIONAL FOUNDATION OF THE
NATIONAL RESTAURANT ASSOCIATION
20 North Wacker Drive, Suite 2620
Chicago, IL 60606
312-782-1703

CENTER FOR RESEARCH IN THE HOSPITALITY
SERVICE INDUSTRIES (CRHSI0)
506 South Main Street
Blacksburg, VA 24060
703-951-8767

INSTITUTE OF FOOD TECHNOLOGISTS (IFT)
221 North LaSalle Street
Chicago, IL 60601
312-782-8424

SOCIETY FOR THE ADVANCEMENT OF
FOOD SERVICE RESEARCH (SAFSR)
506 South Main Street
Blacksburg, VA 24060
703-951-8767

INTERNATIONAL ASSOCIATION OF COOKING PROFESSIONALS
1001 Connecticut Ave., Northwest Suite 800
Washington, DC 20036
202-293-7716

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION (ASFSA)
5600 South Quebec Street, Suite 300B
Englewood, CO 80111
303-220-8484

DIETARY MANAGER'S ASSOCIATION
400 East 22nd Street
Lombard, IL 60148
312-932-1444

CULINARY AND FINE ARTS CLUB (C&FA)
Box 153
Western Springs, IL 60558
312-246-5845

INTERNATIONAL LIFE SCIENCES INSTITUTE-NUTRITION FOUNDATION
1126 16th Street Northwest, Suite 300
Washington, DC 20036
202-659-0074

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proposal #018858

CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

COMMERCIAL FOODS

(IN20.041300)

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner of Education

DIVISION OF VOCATIONAL, ADULT AND COMMUNITY EDUCATION
Robert S. Howell, Director

DEVELOPED BY:
University of South Florida
Department of Adult and Vocational Education

INDUSTRY-BASED PARTNERSHIP PROGRAMS: The State of Florida is committed to the development of industry-based partnership programs, designed by education and industry to respond to industry's demand for a highly skilled work force.

ACKNOWLEDGEMENTS

PARTNERSHIP WITH INDUSTRY

The following industry representatives are recognized for their valuable contributions to the identification and validation of the commercial foods competencies reflected in this MAP:

Mr. Gary Bedworth, Ft. Myers Community Hospital
Mr. Paul Edgar, H. D. Management
Mr. Philip Epstein, Sheraton, Bal Harbour
Mr. Robert Jones, TACO VIVA
Mr. Ted Lyons, Red Lobster Inns of America
Mr. Dave Mermeulen, Walt Disney World
Mr. Robert Nelson, Florida Restaurant Association
Mr. William Patti, Patti's

For further information, contact
Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32399

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THIS MERIT ACHIEVEMENT PLAN RECORDS THE COMMERCIAL FOODS ACHIEVEMENTS OF:

Student's Name _____

Student ID Number _____

Student's Address _____

_____

Initial Instructor _____

School _____

Date Started _____

PRIMARY JOB TITLE(S) FOR COMMERCIAL FOODS

- Entree Cook (DOT#313.361-014)

Program completers qualify for the primary job title(s) listed above. Related job titles may be added based on those job titles found in industry and/or the Dictionary of Occupational Titles.

OVERVIEW

This Career MAP includes the competencies required for entry into the field of commercial foods. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their workforce needs.

PURPOSE OF THE MAP

The purposes of the MAP are: to display the student performance standards (SPS) required by the LEA and to document the level of achievement on student performance standards that the student demonstrates.

HOW TO USE THE MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement and teacher recruitment, selection and updating. If the LEA changes or adds student performance standards, the revised or additional student performance standards should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on student performance standards. By periodically reviewing the ratings on student performance standards, the instructor can identify a student's strengths and weaknesses and, on that basis, identify the skills for which the student needs remedial instruction or advanced training. The MAP can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor/co-op employer to rate his or her level of achievement on all the appropriate student performance standards and to fill in the verification form/cooperative work experience page in the back of this MAP.

Employer. The MAP shows an employer the student performance standards mastered by the student (a prospective employee) and the proficiency level achieved on each student performance standard. This information can help the employer make decisions about hiring, job assignments and job-training needs.

RATING STUDENT PERFORMANCE STANDARDS

Ratings on student performance standards should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

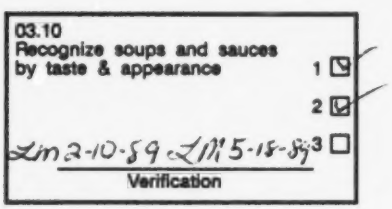
For each skill listed the learner receives a rating of 1, 2 or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this student performance standard, but is not yet able to apply that knowledge or understanding.

2 = Learner performs this student performance standard satisfactorily with only periodic supervision.

3 = Learner performs this student performance standard satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2 or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor crosses out the old level, checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



NOTE: A student performance standard without a checked rating indicates that the learner has not mastered the standard from lack of either ability, time, opportunity or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE PROFICIENCY IN GENERAL HOUSEKEEPING OPERATIONS.

01.01 Receive goods. 1 ☐ 2 ☐ 3 ☐ Verification	01.02 Store goods. 1 ☐ 2 ☐ 3 ☐ Verification	01.03 Distribute goods. 1 ☐ 2 ☐ 3 ☐ Verification
01.04 Clean storage & receiving areas. 1 ☐ 2 ☐ 3 ☐ Verification	01.05 Clean refrigerators & freezers. 1 ☐ 2 ☐ 3 ☐ Verification	01.06 Inventory goods. 1 ☐ 2 ☐ 3 ☐ Verification
01.07 Prepare daily food order. 1 ☐ 2 ☐ 3 ☐ Verification	01.08 Prepare work area. 1 ☐ 2 ☐ 3 ☐ Verification	01.09 Clean work area. 1 ☐ 2 ☐ 3 ☐ Verification
01.10 Store pots & pans. 1 ☐ 2 ☐ 3 ☐ Verification	01.11 Prepare dishwashing area. 1 ☐ 2 ☐ 3 ☐ Verification	01.12 Prepare dishware for washing. 1 ☐ 2 ☐ 3 ☐ Verification
01.13 Wash dishware. 1 ☐ 2 ☐ 3 ☐ Verification	01.14 Clean dishwashing area. 1 ☐ 2 ☐ 3 ☐ Verification	01.15 Clean restrooms. 1 ☐ 2 ☐ 3 ☐ Verification
01.16 Clean floors. 1 ☐ 2 ☐ 3 ☐ Verification	01.17 Clean walls. 1 ☐ 2 ☐ 3 ☐ Verification	01.18 Clean filters. 1 ☐ 2 ☐ 3 ☐ Verification
01.19 Maintain clean & sanitary working area. 1 ☐ 2 ☐ 3 ☐ Verification	01.20 Read & follow equipment operating instructions. 1 ☐ 2 ☐ 3 ☐ Verification	01.21 Recognize & correct or report safety hazards. 1 ☐ 2 ☐ 3 ☐ Verification

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COMMERCIAL FOODS

01.22 Identify & select cleaning agents. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

02.0 DEMONSTRATE PROFICIENCY IN EQUIPMENT OPERATION SKILLS.

02.01 Select & use hand tools. 1 ☐ 2 ☐ 3 ☐ Verification	02.02 Operate beverage equipment. 1 ☐ 2 ☐ 3 ☐ Verification	02.03 Set, control, load & unload ovens for roasting. 1 ☐ 2 ☐ 3 ☐ Verification
02.04 Use pressure cookers & steam equipment. 1 ☐ 2 ☐ 3 ☐ Verification	02.05 Disassemble, clean & reassemble kitchen equipment. 1 ☐ 2 ☐ 3 ☐ Verification	02.06 Operate microwave ovens. 1 ☐ 2 ☐ 3 ☐ Verification
02.07 Operate grinders & tenderizers. 1 ☐ 2 ☐ 3 ☐ Verification	02.08 Select, handle & sharpen knives & other cutting tools. 1 ☐ 2 ☐ 3 ☐ Verification	02.09 Operate ranges, griddles, fryers, broilers & toasters. 1 ☐ 2 ☐ 3 ☐ Verification
02.10 Operate proofers. 1 ☐ 2 ☐ 3 ☐ Verification	02.11 Operate mixers & blenders. 1 ☐ 2 ☐ 3 ☐ Verification	02.12 Operate slicing machines. 1 ☐ 2 ☐ 3 ☐ Verification
02.13 Setup & monitor food warmers. 1 ☐ 2 ☐ 3 ☐ Verification	02.14 Operate convection ovens. 1 ☐ 2 ☐ 3 ☐ Verification	02.15 Identify need & request tool & equipment repairs. 1 ☐ 2 ☐ 3 ☐ Verification

1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

03.0 DEMONSTRATE PROFICIENCY IN STOCK, SOUP AND SAUCE PREPARATION SKILLS.

03.01 Prepare basic white stocks. 1 ☐ 2 ☐ 3 ☐ Verification	03.02 Store & handle stocks, soups & sauces. 1 ☐ 2 ☐ 3 ☐ Verification	03.03 Prepare basic brown stocks. 1 ☐ 2 ☐ 3 ☐ Verification
03.04 Prepare fish stocks. 1 ☐ 2 ☐ 3 ☐ Verification	03.05 Prepare roux & other thickening agents. 1 ☐ 2 ☐ 3 ☐ Verification	03.06 Prepare self-thickening soups. 1 ☐ 2 ☐ 3 ☐ Verification
03.07 Prepare cream soups. 1 ☐ 2 ☐ 3 ☐ Verification	03.08 Prepare chowders. 1 ☐ 2 ☐ 3 ☐ Verification	03.09 Prepare tomato sauce & derivatives. 1 ☐ 2 ☐ 3 ☐ Verification
03.10 Recognize soups & sauces by taste & appearance. 1 ☐ 2 ☐ 3 ☐ Verification	03.11 Prepare soup & sauce garnishes. 1 ☐ 2 ☐ 3 ☐ Verification	03.12 Present stocks, soups & sauces for serving. 1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

04.0 DEMONSTRATE PROFICIENCY IN FRUIT AND VEGETABLES PREPARATION SKILLS.

04.01 Identify & select fruits & vegetables. 1 ☐ 2 ☐ 3 ☐ Verification	04.02 Clean & store fruit & vegetables. 1 ☐ 2 ☐ 3 ☐ Verification	04.03 Peel & core fruit. 1 ☐ 2 ☐ 3 ☐ Verification
04.04 Peel vegetables by hand or machine. 1 ☐ 2 ☐ 3 ☐ Verification	04.05 Cut fruit & vegetables. 1 ☐ 2 ☐ 3 ☐ Verification	04.06 Zest citrus fruit. 1 ☐ 2 ☐ 3 ☐ Verification
04.07 Score citrus fruit. 1 ☐ 2 ☐ 3 ☐ Verification	04.08 Prepare fruit & vegetable garnishes. 1 ☐ 2 ☐ 3 ☐ Verification	04.09 Section fruit. 1 ☐ 2 ☐ 3 ☐ Verification
04.10 Puree fruit or vegetables. 1 ☐ 2 ☐ 3 ☐ Verification	04.11 Simmer, stew or cream fruit & vegetables. 1 ☐ 2 ☐ 3 ☐ Verification	04.12 Broil fruit or vegetables. 1 ☐ 2 ☐ 3 ☐ Verification
04.13 Bake fruit & vegetables. 1 ☐ 2 ☐ 3 ☐ Verification	04.14 Braise fruit or vegetables. 1 ☐ 2 ☐ 3 ☐ Verification	04.15 Marinate & preserve fruit & vegetables. 1 ☐ 2 ☐ 3 ☐ Verification
04.16 Glaze fruit & vegetables. 1 ☐ 2 ☐ 3 ☐ Verification	04.17 Prepare processed fruits & vegetables. 1 ☐ 2 ☐ 3 ☐ Verification	04.18 Present fruit & vegetables for serving. 1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

05.0 DEMONSTRATE PROFICIENCY IN MEAT, POULTRY, FISH AND SEAFOOD PREPARATION SKILLS.

05.01 Identify & select meat & poultry. 1 ☐ 2 ☐ 3 ☐ Verification	05.02 Handle & store meat & poultry. 1 ☐ 2 ☐ 3 ☐ Verification	05.03 Stew meats & poultry. 1 ☐ 2 ☐ 3 ☐ Verification
05.04 Boil meats & poultry. 1 ☐ 2 ☐ 3 ☐ Verification	05.05 Prepare, grind & portion meats. 1 ☐ 2 ☐ 3 ☐ Verification	05.06 Select & determine doneness of meats. 1 ☐ 2 ☐ 3 ☐ Verification
05.07 Grill meats & poultry. 1 ☐ 2 ☐ 3 ☐ Verification	05.08 Broil meats & poultry. 1 ☐ 2 ☐ 3 ☐ Verification	05.09 Prepare garnishes for meat & poultry. 1 ☐ 2 ☐ 3 ☐ Verification
05.10 Portion meat & poultry. 1 ☐ 2 ☐ 3 ☐ Verification	05.11 Barbeque meats & poultry. 1 ☐ 2 ☐ 3 ☐ Verification	05.12 Deep fry meats & poultry. 1 ☐ 2 ☐ 3 ☐ Verification
05.13 Prepare stuffing/dressing. 1 ☐ 2 ☐ 3 ☐ Verification	05.14 Tenderize & marinate meats & poultry. 1 ☐ 2 ☐ 3 ☐ Verification	05.15 Break down animal carcasses. 1 ☐ 2 ☐ 3 ☐ Verification
05.16 Trim & bone meats & poultry. 1 ☐ 2 ☐ 3 ☐ Verification	05.17 Present meats & poultry for serving. 1 ☐ 2 ☐ 3 ☐ Verification	05.18 Bread or batter fish & seafood for cooking. 1 ☐ 2 ☐ 3 ☐ Verification
05.19 Select & prepare processed fish & seafood. 1 ☐ 2 ☐ 3 ☐ Verification	05.20 Deep fry fish or seafood. 1 ☐ 2 ☐ 3 ☐ Verification	05.21 Boil or steam seafood. 1 ☐ 2 ☐ 3 ☐ Verification

05.22 Grill or broil fish & seafood. 1 ☐ 2 ☐ 3 ☐ Verification	05.23 Present fish & seafood for serving. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

06.0 DEMONSTRATE PROFICIENCY IN DIARY, EGG AND FARINACEOUS (STARCHY) PRODUCT PREPARATION SKILLS.

06.01 Identify & select cheeses, milk, creams & butter. 1 ☐ 2 ☐ 3 ☐ Verification	06.02 Identify & select farinaceous foods & cereals. 1 ☐ 2 ☐ 3 ☐ Verification	06.03 Store & handle farinaceous foods & cereals. 1 ☐ 2 ☐ 3 ☐ Verification
06.04 Prepare breakfast cereals. 1 ☐ 2 ☐ 3 ☐ Verification	06.05 Prepare & cook pancakes, griddle cakes or waffles. 1 ☐ 2 ☐ 3 ☐ Verification	06.06 Store & handle fresh, frozen & cooked dairy products. 1 ☐ 2 ☐ 3 ☐ Verification
06.07 Store & handle eggs. 1 ☐ 2 ☐ 3 ☐ Verification	06.08 Boil eggs. 1 ☐ 2 ☐ 3 ☐ Verification	06.09 Fry eggs. 1 ☐ 2 ☐ 3 ☐ Verification
06.10 Scramble eggs. 1 ☐ 2 ☐ 3 ☐ Verification	06.11 Poach eggs. 1 ☐ 2 ☐ 3 ☐ Verification	06.12 Prepare omelets. 1 ☐ 2 ☐ 3 ☐ Verification
06.13 Reconstitute dairy or egg products. 1 ☐ 2 ☐ 3 ☐ Verification	06.14 Prepare egg batters. 1 ☐ 2 ☐ 3 ☐ Verification	06.15 Whip cream. 1 ☐ 2 ☐ 3 ☐ Verification

06.16 Select, break & separate eggs. 1 ☐ 2 ☐ 3 ☐ Verification	06.17 Prepare & cook pasta. 1 ☐ 2 ☐ 3 ☐ Verification	06.18 Select, prepare & cook rice for specific dishes. 1 ☐ 2 ☐ 3 ☐ Verification
06.19 Produce stuffed or combined pasta. 1 ☐ 2 ☐ 3 ☐ Verification	06.20 Prepare eggs for binding & coating. 1 ☐ 2 ☐ 3 ☐ Verification	06.21 Present dairy, eggs & farinaceous products for serving. 1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

07.0 DEMONSTRATE PROFICIENCY IN SALAD, BUFFET FOOD, BEVERAGE AND RELATED FOOD PREPARATION SKILLS.

07.01 Store & handle prepared cold food & beverages. 1 ☐ 2 ☐ 3 ☐ Verification	07.02 Reconstitute powdered beverages. 1 ☐ 2 ☐ 3 ☐ Verification	07.03 Prepare sandwich fillings. 1 ☐ 2 ☐ 3 ☐ Verification
07.04 Prepare greens for salads. 1 ☐ 2 ☐ 3 ☐ Verification	07.05 Prepare hot & cold beverages. 1 ☐ 2 ☐ 3 ☐ Verification	07.06 Select & extract juice from fruits & vegetables. 1 ☐ 2 ☐ 3 ☐ Verification
07.07 Prepare hot & cold sandwiches. 1 ☐ 2 ☐ 3 ☐ Verification	07.08 Prepare fruit salads & cocktails. 1 ☐ 2 ☐ 3 ☐ Verification	07.09 Prepare garnishes for salads & cold plates. 1 ☐ 2 ☐ 3 ☐ Verification
07.10 Prepare sliced meats for cold buffets. 1 ☐ 2 ☐ 3 ☐ Verification	07.11 Prepare vegetable salads. 1 ☐ 2 ☐ 3 ☐ Verification	07.12 Prepare farinaceous salads. 1 ☐ 2 ☐ 3 ☐ Verification

07.13 Prepare meat salads. 1 ☐ 2 ☐ 3 ☐ Verification	07.14 Prepare seafood or fish salads. 1 ☐ 2 ☐ 3 ☐ Verification	07.15 Setup & serve buffets. 1 ☐ 2 ☐ 3 ☐ Verification
07.16 Present salads, buffet foods & beverages for serving. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

08.0 DEMONSTRATE PROFICIENCY IN BAKERY GOODS AND DESSERT PREPARATION SKILLS.

08.01 Identify & select baking & dessert ingredients. 1 ☐ 2 ☐ 3 ☐ Verification	08.02 Store & handle baking & dessert products. 1 ☐ 2 ☐ 3 ☐ Verification	08.03 Prepare gelatins & puddings using mixes. 1 ☐ 2 ☐ 3 ☐ Verification
08.04 Prepare baked products using mixes. 1 ☐ 2 ☐ 3 ☐ Verification	08.05 Prepare basic pie dough. 1 ☐ 2 ☐ 3 ☐ Verification	08.06 Make & bake pies. 1 ☐ 2 ☐ 3 ☐ Verification
08.07 Prepare & bake quick breads. 1 ☐ 2 ☐ 3 ☐ Verification	08.08 Prepare & bake yeast dough. 1 ☐ 2 ☐ 3 ☐ Verification	08.09 Prepare basic cake batters. 1 ☐ 2 ☐ 3 ☐ Verification
08.10 Prepare syrups, sweet sauces & gelatins. 1 ☐ 2 ☐ 3 ☐ Verification	08.11 Prepare & apply butter creams & icings. 1 ☐ 2 ☐ 3 ☐ Verification	08.12 Prepare & bake butter sponge cake. 1 ☐ 2 ☐ 3 ☐ Verification
08.13 Prepare fruit fillings for pie & pastries. 1 ☐ 2 ☐ 3 ☐ Verification	08.14 Present bakery goods & desserts for serving. 1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

09.0 DEMONSTRATE PROFICIENCY IN DINING ROOM OPERATION SKILLS.

09.01 Handle guests with special needs children, handicapped & elderly. 1 ☐ 2 ☐ 3 ☐ Verification	09.02 Show customers to table. 1 ☐ 2 ☐ 3 ☐ Verification	09.03 Answer telephones. 1 ☐ 2 ☐ 3 ☐ Verification
09.04 Set tables. 1 ☐ 2 ☐ 3 ☐ Verification	09.05 Prepare beverages. 1 ☐ 2 ☐ 3 ☐ Verification	09.06 Provide counter or snack bar service. 1 ☐ 2 ☐ 3 ☐ Verification
09.07 Present dessert menu. 1 ☐ 2 ☐ 3 ☐ Verification	09.08 Wipe spills. 1 ☐ 2 ☐ 3 ☐ Verification	09.09 Prepare for special events. 1 ☐ 2 ☐ 3 ☐ Verification
09.10 Transport prepared foods. 1 ☐ 2 ☐ 3 ☐ Verification	09.11 Replenish server service station. 1 ☐ 2 ☐ 3 ☐ Verification	09.12 Load & carry bussing tray 1 ☐ 2 ☐ 3 ☐ Verification
09.13 Clear & re-set dining room tables. 1 ☐ 2 ☐ 3 ☐ Verification	09.14 Return unused condiments. 1 ☐ 2 ☐ 3 ☐ Verification	09.15 Store & maintain equipment for special needs. 1 ☐ 2 ☐ 3 ☐ Verification
09.16 Serve customers. 1 ☐ 2 ☐ 3 ☐ Verification	09.17 Package food & beverages. 1 ☐ 2 ☐ 3 ☐ Verification	09.18 Maintain supplies in counter area. 1 ☐ 2 ☐ 3 ☐ Verification

09.19 Maintain & clean counter area. 1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

10.0 DEMONSTRATE PROFICIENCY IN CUSTOMER RELATIONS.

10.01 Greet customer in a hospitable manner. 1 2 3 Verification

10.02 Handle customer complaints in a positive professional manner. 1 2 3 Verification

10.03 Handle stressful situations. 1 2 3 Verification

10.04 Meet the needs of handicapped & special needs of customers [handicapped, children, elderly]. 1 2 3 Verification

10.05 Recognize & cater to the personal needs of each customer through a positive, friendly dining room attitude. 1 2 3 Verification

10.06 Distinguish the importance of team work in establishing a pleasant dining room atmosphere. 1 2 3 Verification

10.07 Present a neat & clean appearance that will promote the image of the establishment in the customer's opinion. 1 2 3 Verification

10.08 Express gratitude for customers' patronage & invite them to return. 1 2 3 Verification

10.09 Separate personal life from responsibility to work. 1 2 3 Verification

10.10 Identify attitudinal problems & discuss with management. 1 2 3 Verification

10.11 Sell & merchandise all menu items. 1 2 3 Verification

10.12 Project a positive attitude through words, smiles, body language, personality, etc. 1 2 3 Verification

10.13 React in all customer relations as though the "customer is always right". 1 2 3 Verification

10.14 Identify the advantages that will accrue through self-motivation. 1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

1 2 3 Verification

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0.0 DEMONSTRATE EMPLOYABILITY SKILLS.

0.01 Conduct a job search. 1 ☐ 2 ☐ 3 ☐ Verification	0.02 Secure information about a job. 1 ☐ 2 ☐ 3 ☐ Verification	0.03 Identify documents that may be required when applying for a job. 1 ☐ 2 ☐ 3 ☐ Verification
0.04 Complete a job application form correctly. 1 ☐ 2 ☐ 3 ☐ Verification	0.05 Demonstrate competence in job interview techniques. 1 ☐ 2 ☐ 3 ☐ Verification	0.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor or other persons. 1 ☐ 2 ☐ 3 ☐ Verification
0.07 Identify acceptable work habits. 1 ☐ 2 ☐ 3 ☐ Verification	0.08 Demonstrate knowledge of how to make job changes appropriately. 1 ☐ 2 ☐ 3 ☐ Verification	0.09 Demonstrate acceptable employee health habits. 1 ☐ 2 ☐ 3 ☐ Verification

00.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

00.01 Define entrepreneurship. 1 ☐ 2 ☐ 3 ☐ Verification	00.02 Describe the importance of entrepreneurship to the American economy. 1 ☐ 2 ☐ 3 ☐ Verification	00.03 List the advantages & disadvantages of business ownership. 1 ☐ 2 ☐ 3 ☐ Verification
00.04 Identify the risks involved in ownership of a business. 1 ☐ 2 ☐ 3 ☐ Verification	00.05 Identify the necessary personal characteristics of a successful entrepreneur. 1 ☐ 2 ☐ 3 ☐ Verification	00.06 Identify the business skills needed to operate a small business efficiently & effectively. 1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

P.O.W.E.R. SKILLS (PRINCIPLES OF WORK ENVIRONMENT READINESS)

000.0 COOPERATIVE WORK EXPERIENCE COMPETENCIES.

1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification
1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification	1 ☐ 2 ☐ 3 ☐ Verification

VERIFICATION

The instructor should verify the level of mastery achieved by the student by initialing the competency box each time the student masters a competency. Later, if the student achieves a higher degree of mastery of a competency, the higher degree should be recorded and verified by the instructor.

INSTRUCTOR SHOULD SIGN FULL NAME AND SCHOOL NAME AND ADDRESS IN THE SPACE BELOW.

Verification	Signature
	Title
	School Name
	School Address

Verification	Signature
	Title
	School Name
	School Address

Verification	Signature
	Title
	School Name
	School Address

COOPERATIVE WORK EXPERIENCE

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience with employers as shown below:

Dates

Employer

Address of Employer

Supervisor

Supervisor Title

Dates

Employer

Address of Employer

Supervisor

Supervisor Title

Dates

Employer

Address of Employer

Supervisor

Supervisor Title

NOTES

This section of the MAP is provided so the instructor, employer, or student may list additional qualifying statements or other pertinent information. All comments should be initialed for verification.